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Small Group Social Norms Intervention
with Students Involved in Greek Life
(TITLE)

BY

Krista A. Mazza

THESIS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF

Master of Arts in Clinical Psychology

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY
CHARLESTON, ILLINOIS

2005

YEAR

I HEREBY RECOMMEND THAT THIS THESIS BE ACCEPTED AS FULFILLING
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Running head: SMALL GROUP SOCIAL NORMS AND GREEK STUDENTS

Small Group Social Norms Intervention with Students Involved in Greek Life

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Abstract

The misuse of alcohol is often a concern on college campuses nationwide. This concern has created a need for effective alcohol interventions to reduce alcohol misuse. This study investigated college student's perceptions about peer alcohol usage and one's own actual alcohol consumption. A social norms presentation was used to with seven Greek letter organizations to attempt to correct the misperceptions students have about their peers alcohol consumption, and therefore reduce the amount of alcohol consumed. A total of 68 individuals completed all elements of the project relevant to this study, of which 22 were male and 46 were female. Furthermore, 17 individuals were in the control group and 49 in the experimental group. Men tended to overestimate the amount of consumption more than females. In general, the participants rated the intervention as being believable. However, the social norms did not significantly reduce the groups' alcohol consumption. Implications of these findings are discussed.

Dedication

I dedicated this thesis to my parents, Valerie and Otto Mazza for supporting me throughout my academic career. I also dedicate this to my mentor, Kimberlie Moock for being extremely flexible and helpful throughout my graduate career. Lastly, I would like to dedicate this to my friends, or more appropriately my family away from homes, who have all supported me through out the thesis process.

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Small Group Social Norms Intervention with Students Involved in Greek Life

The social norms theory suggests that people adjust their behaviors to match what they believe are the behaviors of others within their social group. Trying to self-adjust one's behaviors to match those of one's peers requires the individual to accurately define both the behavior itself as well as the frequency of the given behavior. Consequently, if a misperception about others' behaviors exists one may attempt to match one's own behaviors to those of the misperception. Oftentimes those misperceptions are thought to be representative of the group to which the observed individuals belong (i.e., the group norm). For example, students may overestimate (misperceive) the amount of alcohol their peers are consuming and thus adjust their drinking behavior to match the misperception rather than the actual behavior (Borsari & Carey, 2003). Such overestimations of alcohol consumption may often begin with students talking about the behaviors that stand out at a party, such as outlandish drunken behavior. Because this outlandish behavior is what is discussed, and thus the most salient, it may lead students to believe that a greater number of students are drinking more alcohol than is necessarily true.

The social norms theory also suggests that students misperceive the attitudes and beliefs of their peers to be more "liberal" toward alcohol than their peers' actual beliefs (Carter & Kahnweiler, 2000). In this context, a "liberal" attitude refers to a greater tendency to perceive the drinking of alcohol by students as acceptable. However, according to the social norms theory, if a student is consuming more alcohol than the norm, it is presumed that their subsequent alcohol consumption will decrease when these misperceptions are challenged and corrected (Borsari & Carey, 2003). One way to correct these misperceptions, and the hallmark of the social norm intervention, is to

present students with factual information about their group members' self-reported alcohol consumption. This entire process of obtaining factual information and presenting it back to the group in presentation form constitutes the social norms intervention.

The objectives of this study were (1) to examine whether a social norms presentation on actual alcohol consumption among college students involved in Greek life would decrease the reported frequency of student alcohol consumption; (2) to examine whether the intervention impacts male and female students differently; and (3) to determine whether any decrease in alcohol consumption is due to changes in the student's belief system, or corrected misperceptions. Although some research has addressed the first two objectives of this study, the impact of the intervention's believability upon reported alcohol consumption has not been examined. Social norms intervention depends on the correction of misperceptions which can only occur if the individual believes the factual, accurate information that is presented. This means factual information has to be sufficiently persuasive to override a student's current belief system. However, it is commonly found in social psychology literature that individuals reject information that is at odds with their belief system (e.g., Festinger, 1954). Thus, it is important to understand whether instances where social norms interventions have been ineffective (e.g., Far & Miller, 2003; Werch, Pappas, Carlson, DiClemente, Chally, & Sinder, 2000) could have been explained by understanding students' beliefs about the presentations. That is, do students actually believe the information being presented in the social norms intervention?

Additionally, it is not clear which student groups are most likely to accept factual information and adjust their relevant belief systems. Some research has shown that social

norms interventions are ineffective at changing drinking behavior with fraternity men (e.g., Carter & Kahnweiler, 2000). It may be that this group's alcohol consumption is so high that they do not misperceive an overuse of alcohol like other groups, or Greek men may be more resistant to believing the information presented during the social norms intervention. If it is the case that Greek men are accurately predicting how much alcohol is being consumed by their peer group, there will not be a misperception to correct within the group. However, the extent to which similar perceptions occur among women involved in Greek life is unclear. Greek students are of particular concern because they have been identified as one of the top three groups on college campuses to engage in potentially dangerous drinking habits, along with first year students and student athletes, and are typically perceived to be heavy drinkers by the general student body (Borsari & Carey, 2003).

Literature Review

Concerns about College Students' Drinking

Alcohol misuse has been named as the greatest threat to the quality of campus life by many college presidents (Presley, Meilman, & Leichliter, 2002). Meilman, Cashin, McKillip, and Presley (1998) reviewed three articles containing alcohol surveys of college students' alcohol consumption. In their review, Meilman et al. highlighted relatively consistent rates of binge drinking; from 1992 to 1994 rates of 38.3% (Presley, Meilman, Cashin, & Lyerla, 1996, p. 14), 40.2% (Johnston, O'Malley, & Bachman, 1996, p. 163), and 44% (Wechsler, Davenport, Dowdall, Moeykens, & Castillo, 1994) were reported. Furthermore, alcohol misuse may pose more of a concern among Greek students. Student intent to join the Greek system, belonging to a Greek Organization, and

living in a Greek house have been found to correlate with frequency of drinking, higher rates of heavy episodic drinking, and negative consequences of drinking (Presley et al., 2002). Indeed, alcohol abuse is one of the most commonly identified problematic issues within Greek organizations (Eberhardt, Rice, & Smith, 2003)

Gender Differences in College Students' Drinking

Several differences have been found in the drinking habits of college men and women. Typically men drink more alcohol in a setting, more frequently than females (Jung, 2003; Peeler, Far, Miller, & Brigham, 2000; Reis & Riley, 2000). Furthermore, differences have been found between the alcohol use of Greeks and non-Greeks. Eberhardt et al. (2003) found that Greek men tended to drink more in one setting and were more likely to have consumed alcohol in the past month than non-Greeks. They also found that Greek men were more likely to forget their location when drinking than non-Greek men. Greek women also differed from non-Greek women regarding their alcohol consumption. Greek women were more likely to have used alcohol in the past month and more likely to have driven a vehicle after drinking as compared to non-Greek females. Greek females also reported being more likely to hurt themselves while drinking, to hurt their academics due to drinking, or forget their location than non-Greek females. Additionally, Greek men, compared to Greek women, were more likely to have used alcohol in the past 30 days, driven after drinking, and have forgotten their location after drinking.

Gender differences have also been found pertaining to misperceptions about alcohol consumption. A 2003 study by Kypri and Langley found that the vast majority of New Zealand college students overestimated amounts of heavy episodic drinking in their

peers. College women, especially, had a greater tendency to misperceive the amount of heavy episodic drinking in their peer group. However, Kypri and Langley also found that both male and female college students typically estimated the occurrence of vomiting in their peer groups more accurately. It is interesting that one of the negative consequences of drinking is more accurately perceived than the drinking behavior itself.

Student Alcohol Norms

College students interact with many people on their campuses. These interactions may often come to provide individual students different reference groups from which to model their own behaviors. Reference groups can also influence what students believe are socially acceptable drinking behaviors, as well as perceptions of the average amount of alcohol consumed among the majority of students on their campus. A student can have many different reference groups consisting of a variety of people including parents, faculty, student leaders, and multiple peers which can make up multiple reference groups. Often students' peer groups have the most impact on the students' attitudes and behaviors involving alcohol. Although parents may serve as a reference group for students, parental values have been found to have little direct impact on the drinking behaviors of college students (Perkins, 2002). Peer groups can be particularly important at undergraduate and residential institutions because students often lack frequent contact with parents, siblings, and other off-campus reference groups, such as religious communities and full-time employment. In these settings, peer norms may become much more influential.

For students that are involved in Greek communities, the members of their organization become their peer and primary reference group. Studies have also found that

students that are more socially integrated, particularly in Greek organizations, tend to drink more (Eberhardt et al., 2003; Trockel, Williams, & Reis, 2003). Students that are more involved and socially integrated will interact with that many more other students and thus develop larger and perhaps more varied reference groups, providing more opportunities for modeling inappropriate and/or dangerous drinking behaviors.

Social Norms Theory

The focus of many interventions based on the social norms theory involves dispelling myths by using the strategy of communicating actual and accurate student norms (Perkins, 2002). Research, based on students' self-reports, has found that the majority of students are drinking safely, responsibly, with moderation, and are not problem drinkers. Therefore, the norm presented to students in the social norms intervention is one that students are drinking less than people believe, rather than focusing on the negative impact of drinking behaviors such as binge drinking. The actual norms from the majority of students may be far from ideal; however these norms are far less problematic than the norms students typically perceive (Perkins, 2002).

Group norms reflected in the attitudes and behaviors of the majority of the group members not only characterize group behaviors but may also serve to regulate group members' actions to perpetuate the collective norm (Perkins, 2002). Group norms can be persuasive agents affecting choices students make pertaining to drinking behaviors. Two types of norms, attitudinal and behavioral norms, may serve as the basis for regulating the behaviors of group members. Attitudinal norms are the "widely shared beliefs or expectations in a social group about how people behave in various circumstances" (Perkins 2002, p. 164-165). This can be thought of as what the majority of group

members think is morally correct or acceptable (Perkins, 2002). In contrast, behavioral norms are the actions exhibited in a social group that represents the typical behavior of group members. (Perkins, 2002). Both attitudinal and behavioral norms are important for the social norms theory because both norms can impact or possibly explain an individual's attitude and/or behavior pertaining to drinking alcohol. Typically, college age individuals believe their peer group norms to be more "liberal" than their group norms reflect. For example, individuals in a peer group may think their group is more accepting of drinking behavior than is actually reflected in the group attitudinal norm. Within peer groups, a clear misperception has been found between what the students perceive their peer group behavioral norm to be and what the actual peer norm is in relation to alcohol consumption. As described, this misperception has been found to apply to both attitudinal and behavioral norms (Perkins, 2002). That is, most students believe that their peers have more permissive attitudes about alcohol than their peers actually do, and most students also believe their peers are consuming more alcohol than their peers actually consume.

In 1999, Perkins, Meilman, Leichliter, Cashin, and Presley examined 100 colleges and universities that had participated in the Core Institute Survey on Alcohol and Drugs (CISAD) and found that students at all 100 institutions perceived much more frequent use of alcohol among their peers than had occurred at each school, regardless of the actual use frequency. Small group social norm interventions were used to publicize this misperception and data of the groups' averages were given to a reference group of students, such as a fraternity/sorority, athletic team, or a living community. Other studies have also documented the prevalence of misperceptions on college campuses. In 2003,

Licciardone used Perkins et al.'s (1999) CISAD data, selecting out 57 colleges and universities who had completed post program surveys, and found students at all of the 57 campuses studied still overestimated the frequency of the average student's alcohol use on the campuses after the intervention. Licciardone also found that students on campuses with the lowest misperception rates self-reported relatively high frequencies of alcohol use, binge drinking, and hangovers.

Components of Alcohol Programs

Often positive expectancies of the effects of alcohol have a relationship with the amount of alcohol related problems; that is, more alcohol related problems occur when individuals have positive expectancies of alcohol (i.e., they expect drinking alcohol to lead to good things), even when controlling for the actual amount of alcohol consumed (Walters, Bennett, & Noto, 2000). Thus, targeting these outcome expectancies by teaching health oriented values, correcting irrational beliefs about alcohol, and creating dissonance between values and behavior has become the approach of choice for attitudinal-based alcohol programs.

Kivlahan, Marlatt, Fromme, Coppel, and Williams (1990) have found skills-based approaches to be effective in reducing alcohol consumption. Often students may feel they are drinking more than they would like, however they may be unwilling to reduce their alcohol consumption if they are unable to cope with the social pressures of drinking. Skills-based approaches teach skills necessary to implement new behaviors, such as drink refusal, relaxation techniques, and self-monitoring of consumption (Walters et al., 2000).

Whereas strict informational interventions have shown ineffective with college students, some informational interventions that provide individual feedback to the student

have shown promise. These interventions are based on research showing that heavy drinkers tend to underestimate their own drinking, overestimate the consumption of their peers, and thus see their behavior as more “normal” than it actually is (Walters et al., 2000). These findings are, in part, the basis of the social norms interventions.

Far and Miller (2003) employed a social norms intervention with several Greek letter organizations. Women involved in the study reduced their misperceptions about the amount of times most students drink per month, the number of drinks students typically have when they drink, times per month students in their respective chapters drink, and number of drinks students in their respective chapter have when they drink (Far & Miller, 2003). However, no reduction in the women’s personal drinking behaviors were observed, whereas men neither changed their misperceptions of alcohol consumption or actual drinking behaviors.

The Effectiveness of Alcohol Interventions

Many types of social norms and non-social norms approaches, such as attitudinal and skills based interventions, have been used with college students. These programs often vary from interventions involving the entire campus to interventions involving specific groups of students. Student groups often targeted are the groups considered to be problem drinkers: athletic teams, first year students, or students involved in Greek life.

Several institutions of higher learning have used campus wide interventions as a way to save money. Walters et al. (2000) reviewed many articles in the area of alcohol education and prevention and examined the effectiveness of interventions reducing alcohol consumption in college students. They found that interventions that were strictly educational had the least amount of effect on students’ drinking. Walters et al. also found

that equivalently modest reductions in alcohol consumptions were obtained with both attitudinal and skills based approaches. This suggests that simply educating individuals on the dangers of alcohol is not an effective way to significantly change drinking behavior.

Social norms interventions have also had mixed results with different populations. For instance, Werch et al. (2000) found a social norms intervention to be ineffective in reducing the amount of alcohol consumed by first-year residential college students. A similar social norms study with students involved in Greek life also was unable produce a significant reduction in alcohol consumption (Far & Miller, 2003).

There are several possibilities that explain why these interventions failed. The negative stigma associated with alcohol abuse may lead many students to conclude that they do not have a problem at all because they don't meet the stigmatized stereotype of an alcoholic (Walters et al., 2000). An example of the misperception of alcohol abuse is that college drinking tends to occur over short periods of time in social settings; this is in contrast to the misperception that "alcoholics" tend to drink steadily throughout the day. Some college students may also view drinking as part of college life or a rite of passage, and thus not perceive it as problematic. Indeed, Fillmore (1988) found that two thirds of those who show problematic drinking in their late teens and 20's do moderate their drinking once they are in more mature roles of adulthood, such as career or family roles.

An explanation specific to non-social norms intervention programs for college students is that many focus on abstinence (Walters et al., 2000). Abstinence is often considered to be an unrealistic goal for the population of college students, especially given that many campus events may involve alcohol in some form. Alcohol is often

available at college sporting events, tailgates, fraternity events, and other campus events. Some of these events may even be sponsored by beer or alcohol manufactures, local bars, or liquor stores.

In contrast, abstinence is not a goal of social norms interventions. However, these programs may fail or be ineffective if students do not “buy into” the presentation. It may simply be that students perceive the information presented as disingenuous and fail to believe the information provided. This may be particularly true of certain subgroups of students, such as those involved in Greek life, and it may be more true of men than women.

Purpose of the Present Study

Research has shown social norms interventions can be effective in reducing the drinking behavior of specific populations, such as Midwestern high school students (Haines, Barker, & Rice, 2003). However, the social norms intervention has had mixed effects when used with college students involved in Greek organizations. The purpose of this study was to investigate the use of the social norms intervention with college students involved in Greek life.

Investigating social norms intervention is important because they are being used across the nation in attempts to correct misperceptions and raise awareness to the actual rates of alcohol that college students are consuming (which is often less than predicted by the students). Therefore, the effectiveness of social norms intervention was investigated to examine if this program resulted in changes in alcohol misperceptions for female and male participants. Typically men are more likely to perceive their groups alcohol consumption more accurately than female groups (Jung, 2003; Parent & Newman, 1999).

Perkins and Wechsler (1996) found that individuals with more "liberal" views about alcohol often believe that the norm is more permissive than it is in actuality. They also found these individuals drank significantly more than groups with less permissive views. Therefore, another aspect investigated more specifically in this study was if views on drinking (whether believing drinking was more or less acceptable to the individual) have an impact on misperceptions or a change in drinking habit. Furthermore, the participants were asked to rate their believability of the presentation to investigate if the believability level had an impact on the changes in misperceptions or alcohol consumption.

Differentiation of the Health Education Resource Center's Project and this Study

This study expands upon the Health Education Resource Center's (HERC) grant funded social norms project. The HERC study is investigating changes in alcohol use as a consequence of social norm interventions, but more particularly in protective health factors and health behaviors related to alcohol, such as eating before drinking and having a designated driver. However, this study also attempts to examine how misperceptions about alcohol consumption among peers affect students' own drinking behaviors, and the believability of the social norms presentation.

Method

Participants

Members of seven Greek letter organizations (three sororities and four fraternities) at a midsized public Midwestern institution served as research participants. A total of 273 individuals participated in this phase of EIU's HERC's social norms project. However, only 68 individuals completed all elements of the project relevant to

this study, of which 22 were male and 46 were female. Furthermore, 17 individuals were in the control group and 49 in the experimental group. All of the participants were Caucasian with an age range of 18 to 22 years of age ($M=19.97$ years). Unfortunately, due to problems with Greek organization policies, the seven groups were suggested by the director of Greek Life, thus convenience rather than random sampling was employed. Each student signed an informed consent form, and ethical approval was obtained prior to running subjects from EIU's Institutional Review Board and the National Pan-Hellenic Counsel Research Committee.

Survey: Pre-test

A survey to assess current drinking habits, as well as participant perceptions' of their chapter members' drinking habits, personal beliefs about drinking, and the believability of the groups' norms was developed. This survey served as the pre-test questionnaire, and consisted of five distinct parts (see Appendix A). The first part of the survey guided the participant through the creation of a unique code, which was used to match the participant's pre- and post-tests results. The code included demographic information, the last four digits of their home phone number, the first letter of their mother and father's first name, and the first letter of their middle name. Part II of the survey asked participants about their own attitude toward drinking, as well as their perception of the attitude toward drinking held by the typical student in their chapter and a typical student at their university. In part III, students were asked about personal drinking habits, as well as protective health factors that may help indicate if the individual was drinking responsibly. In part IV of the survey, students were asked to assess the drinking habits of a typical student in their chapter, as well as their chapter

member's attitudes about drinking. In part V of the survey students were asked to assess the drinking habits and attitudes about drinking of the typical student at their university. The pre-test was piloted in five freshman seminar classes (approximately 100 students) on campus in Fall of 2004 to ensure the survey was comprehensible. These classes also served as an opportunity to practice the intervention presentation. All pilot participants were excluded from the study.

This survey was the primary instrument used in the ongoing HERC Social Norms Study. However, only items 1, 4, 6, and 10 of the pre-test questionnaire were relevant for purposes of this thesis.

Survey: Post-test

The post-test questionnaire (see Appendix B) was the same as the pre-test questionnaire, but also included questions about the believability and perceived effectiveness of the intervention (i.e., items 20, 21, 22, 23, and 24).

Social Norms Intervention

A social norms intervention was developed specifically for the participants in the study and presented to students in group settings. The intervention presented group-specific feedback on alcohol norms. The presentations were given by two health educators trained on the social norms intervention. Health Educator A, was a Caucasian man age 33, who did not have a social Greek affiliation. Health Educator B, age 26, was a Caucasian man with a social Geek affiliation that does not have a chapter on the campus in which the study was conducted. Health Educator A was responsible for the female presentations and Health Educator B was responsible for the male presentations. The presentations lasted approximately 35 minutes.

During the intervention the presenter talked about how misperceptions can develop, and provided supporting examples—standard practices for social norms interventions (Perkins, 2002). One example used to show how misperceptions develop is called “100 people at a party.” In the “100 people at a party” section of the presentation the speaker talks about how if 100 people are at a party there are usually 50 people drinking responsibly, 15 people not drinking at all, 25 people just above the legal limit, and 10 people that are drunk. In this scenario, the people that we tend to remember the most are 10 people at the party that are drunk because of their distinct drunken behavior. Remembering these 10 people because of their behavior may cause the individuals at a party to report “everyone at the party was drunk” to their friends, when this is not an accurate statement.

The intervention also takes the data that each group supplied on the pre-test survey and presents it back to the group. The information reported back to the group is always presented in a positive, non-threatening manner. For example, instead of saying “58% of your group drinks more than five drinks per week” the statement would be worded in a more positive way “42% of your group drinks less than 5 drinks a week.” Jung (2003) described this as looking at the students as half sober instead of half drunk.

Procedures

Male and female students were randomly assigned to either a (male or female) control or (male or female) intervention group. The pre-test questionnaire was administered to groups of students in the evenings. The social norms presentation was given to the intervention group 17 to 28 days after the pre-test, whereas students in the control group also met 17 to 28 days after the pre-test, but received a presentation on

financial health. The post-test questionnaires were administered 13 to 20 days after the intervention presentation or control group meeting (see Table 1). Pre- and post-test questionnaires took approximately 20 minutes each to complete. The participants were instructed that their composite answers were only to be shared with their own group and their chapter name was not to be attached to the results. Individuals assigned to the control group were given the pre-test questionnaire a second time during the post-test, in lieu of the post-test questionnaire, since they did not attend the social norms intervention and therefore could not evaluate the believability of the presentation.

Results

Although the pre- and post-test surveys addressed a wide range of alcohol related topics, only those items directly relevant to the purposes of this thesis were analyzed.

Alcohol Consumption

The mean scores for each of the organizations' alcohol consumption (number of drinks consumed in one setting) at pre-test (see Appendix A, question 4) are presented in Table 2. The intervention groups were presented the average amount of alcohol their groups consumed at the time of intervention, whereas control groups did not receive this information. The total mean for overall alcohol consumption (typical number of drinks consumed in one day) in one setting was 6.40, with men having a mean of 7.77 (SD=3.19) and women having a mean of 5.74 (SD=2.29). This difference between men and women was statistically significant [$t(66) = 2.07, p = .004$] at pre-test.

A 2X2 (gender, group) between subjects analysis of variance (ANOVA) was performed on the post-test reports of alcohol consumption (see Appendix B, question 4). Table 3 depicts the means for post-test alcohol consumption in a day. The main effect of

gender on reported alcohol consumption (number of drinks consumed in a typical day) was not significant [$F(1, 1)=2.489, p=.120$]; men ($M=7.32, SD=3.20$) did not report drinking significantly more than women ($M=5.76, SD=2.349$). The main effect of group was also not significant [$F(1, 1)=1.02, p=.317$]; participants in the control group ($M=7.12, SD=3.04$) did not report drinking significantly more than those in the intervention group ($M=5.98, SD=2.59$). The interaction was also not significant [$F(1, 1)=.41, p=.526$] (see Figure 1).

Misperception Levels

The misperception level for each individual was computed by subtracting his or her organization's actual mean (see Appendix A, question 6) for drinks consumed in one week from the number the individuals estimated the average student in their organization drank per week (see Appendix A, question 10). The total mean for overall misperception level was 0.4082, with men having a mean of 3.797 ($SD=11.425$) and women having a mean of -1.4524 ($SD=8.343$). This difference between men and women was statistically significant [$t(77)=2.34, p=.022$] at *pre-test*: Men overestimated the amount of weekly alcohol consumed by members of their organizations significantly more than women, who tended to underestimate the amount of alcohol consumed by other women in their organizations.

Misperceptions at post-test were evaluated by subtracting the organization's mean at post-test for drinks consumed in one week from the number the individual estimated as the average student in their chapter drank each week. A 2X2 (gender, group) between subjects ANOVA was performed on the *post-test* reports of misperception rates about weekly alcoholic drink consumption. Table 4 depicts the means for post-test

misperception rates of alcohol consumed weekly. The main effect of gender on misperceptions of chapter consumption of alcohol was not significant [$F(1,1)=0.30$, $p=0.59$]; women ($M=3.87$, $SD=6.07$) did not misperceive their chapter's alcohol consumption more than men ($M=5.55$, $SD=7.34$). The main effect of group was found to be significant [$F(1, 1)=7.11$, $p=0.01$]; participants in the control group ($M=7.83$, $SD=6.84$) did have a larger misperception rate than those in the intervention group ($M=2.37$, $SD=5.94$). However, the interaction was not significant [$F(1, 1)=1.34$, $p=.25$] (see Figure 2). In addition, 74.5% of the individuals in the intervention group reported the intervention changed their self-perceptions of how much their chapter was drinking.

Views of Alcohol

Students' views on the appropriateness of drinking excessively were also examined (see Appendix B, question 1). The frequencies of individual views on alcohol are presented in Table 5. The majority of the students thought that "getting drunk occasionally is okay as long as it doesn't interfere with academics or other responsibilities." Because of the lack of differentiation in student responses, further analyses on the impact of these views on misperceptions and alcohol consumption were not pursued. However, not surprisingly, the intervention which corrected misperceptions was found to not have a significant impact on students' views toward drinking alcohol [$\chi^2(4)=\text{value}$, $p=.629$].

Believability of Intervention

The believability of the social norms intervention presented to students was also examined (see Appendix B, question 24). The frequencies of students' responses are presented in Table 6. Only the intervention groups ranked the believability of the

presentation because they were the only group presented the information. Only 1 person found the presentation to not be believable, and was excluded from the analysis. Men and women's levels of believability were not significant, as expected [$\chi^2(3)=\text{value}, p=.763$].

A between-subjects 1-way ANOVA evaluating whether believability impacted the change in alcohol use from pre- to post-test (which was calculated by subtracting the pre-test alcohol consumption by day from the post-test alcohol consumption by day) was not significant [$F(1, 3)=0.699, p=0.78$], means and standard deviations are presented in Table 6. A second between-subjects 1-way ANOVA evaluating whether believability affected the change in misperceptions from pre- to post-test was also not significant [$F=(1, 3)=0.57, p=0.64$], means and standard deviations are presented in Table 7.

Discussion

The main focus of this study was to investigate the effects of the social norms intervention on the drinking habits of men and women involved in Greek life. Also importantly, gender differences in misperceptions about alcohol consumption, were examined, and the impact of participants' views on drinking (e.g., whether believing drinking was more or less acceptable to the individual) on misperceptions or a change in drinking habit were investigated. Additionally, asking participants to rate their believability of the social norms presentation and examining whether believability has an impact on the changes in misperceptions or alcohol consumption had not been specifically examined in the research literature.

The reported alcohol consumption by students was consistent between the pre- and post-test surveys (see Tables 2 and 3). The results from the pre-test survey showed a significant difference between the amount of alcohol that men and women consumed, but

the post-test results did not indicate a significant gender difference. This statistical inconsistency was most likely an artifact of the two different analyses necessitated by the questions posed for the pre- and post-test surveys. Indeed, a t-test analyses on the post-test data resulted in significant findings similar to those of the pre-test—men reported drinking more than women [$t(66) = 2.27, p = .03$]

Although gender differences were observed in the reported amount of alcohol consumed, the intervention did not significantly alter students' reported drinking, as had been expected. The social norms theory speaks about the misperceptions being an overestimation of how much one's peer group drinks and the change in drinking is a change to meet the peer group's mean. At pre-test the women tended to *underestimate* how much their peer group was drinking ($M = -1.45$). If the misperception is not an overestimate, then the social norms theory would not be applicable, meaning that a change would not be expected. There was not a significant difference between women and men's misperceptions at post-test (see Table 4).

The social norms intervention also did not have a significant effect on men's drinking, although the men did overestimate their group's drinking. This is consistent with the literature (Far & Miller, 2003) in the sense that the social norms intervention did not significantly change men's alcohol consumption. However, in the literature men's groups often do not have a significant amount of misperceptions and therefore the men's group often does not fit into a group where the social norms theory is applicable, much like the women in this study. The results of this study are consistent with a similar study with athletes (Thombs & Hamilton, 2002). The intervention was effective in changing misperceptions, but was ineffective in changing drinking behavior.

In general, the intervention did significantly change the misperceptions about alcohol consumption in the intervention group, albeit not reported drinking behaviors. Interestingly, although the difference was not statistically significant, students in the control group did report higher levels of alcohol consumption compared to the intervention group on the post-test (see Table 3). That the intervention impacted students' misperceptions is not surprising given that all but one individual in the intervention group found the intervention to be at least "somewhat believable." In addition, 74.5% of the individuals in the intervention group reported the intervention changed their self-perceptions of how much their chapter was drinking. Some social psychological research supports the notion that how an individual perceives the consequences of a behavior (either positively or negatively) will affect whether that behavior is executed (e.g., Duran & Trafimow, 2000). However, a change in beliefs does not necessarily change behavior, especially if the outcomes of that behavior are highly reinforcing, such as might be the case for alcohol consumption among Greek college students. If the consequences of a behavior are reinforcing it increases the future frequency of that behavior (Malott, Malott, & Trojan, 1999). Oftentimes the negative consequences associated with alcohol (such as a hangover or vomiting) are not large enough punishers to reduce the future frequency of drinking behavior. There are many possible positive consequences to drinking, such as attention. It is also possible that there are a multitude of environmental contributions to why individuals drink; there are possible establishing operations, such social activities, that make drinking more reinforcing to individuals (Michaels, 2000).

The intervention also did not significantly change individuals' views about the appropriateness of alcohol consumption among college students. The frequencies for the

alcohol views statements stayed very stable with very few changes. The majority of students at both pre- and post-test thought that "getting drunk occasionally is okay as long as it doesn't interfere with academics or other responsibilities." This is also consistent with social psychological findings that "people cognitively organize their beliefs according to whether they are favorable or unfavorable to the behavior in question" (Duran & Trafimow, 2000, pp. 179). Even though there was a change in the misperceptions about the amount of alcohol students in the participants' peer groups consumed, the individual views on alcohol consumption did not change. Ultimately, this study was able to verify that just because students believe the information in the presentation it does not necessarily facilitate a change in behavior.

The generalizability of this study's results are limited by a number of issues. One group decided not to participate after initially agreeing to do so. As an eighth group was unable to be added, only seven groups were able to be tested. The seven groups that participated in the study were pre-selected by the Greek life office instead of using a random sample, and their participation was less than enthusiastic. There were problems in getting students to attend all three sessions required, because the meetings were not mandatory for all members (see Table 3). This resulted in a low numbers of participants spread across the four groups, which may have led to the higher than desired variability within the groups, especially among the male and female control groups, with only a total eight and nine participants, respectively.

Another limitation in the study pertains to the time line of the pre- and post-test administrations (see Tables 2 and 3). Unfortunately, administration of the pre-test survey was scheduled before spring break, which often is a time where classes are requiring

projects and examinations. This may have decreased the amount of alcohol that students were consuming due to academic responsibilities. Also post-test surveys had to be scheduled after the campus' Greek Week events. It is not atypical for students to increase their alcohol consumption during Greek Week events. Additionally, alcohol consumption may have increased during post-test due to a national title sporting event at a neighboring school. Because of these events it is possible that the intervention was able to keep the drinking levels steady as opposed to decreasing.

Future follow-up studies may want to further examine how individual views can affect one's own drinking behavior. An additional issue of being above or under the legal consumption age may be another important factor to look at when taking personal beliefs about alcohol into account, because of the consequences that may be associated with drinking alcohol under the legal age. Finally, studies looking at believability may want to specify what aspects of the presentation the subjects are finding believable. Narrowing down this scope may allow further research to specify what factors may lead to a more clear understanding of misperceptions that may lead to a change in subsequent behavior.

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Appendix A

Have you taken this survey before? _____ (0, 1, 2, ... times)

If you have taken this survey before, where did you take it? _____ (UF Class, Carman Hall, Andrews Hall...)

EIU GREEK COMMUNITY STUDENT LIFE AND HEALTH BEHAVIORS

To help us keep you anonymous, please generate your own ID code as follows:

- (1) _____ On this line, write the FIRST letter of your mother's first name
- (2) _____ On this line, write the FIRST letter of your father's first name
- (3) _____ On this line, write the FIRST letter of your middle name
- (4) _____ On this line, write the LAST digit of your local phone number
- (5) _____ On this line, write a number one (1) if you are male, OR a number two (2) if you are female
- (6) _____ On this line, write a number one (1) if you live in your chapters house, Or a number two (2) if you do not live in your chapter house.

Please fill out number 7 and 8 ONLY IF you live in a residence hall.

- (7) _____ On this line, write the first letter of your residence hall.
- (8) _____ On this line, write your floor number.

Please read the five statements labeled "1" through "5." Then circle the appropriate letter in Question # 1 to indicate which of the five statements you think comes closest to the opinion of each of the 3 groups in Question #1.

1. Getting "drunk" frequently is okay if that's what the individual wants to do.
2. Getting "drunk" occasionally is okay even if it does interfere with academics or other responsibilities.
3. Getting "drunk" occasionally is okay as long as it doesn't interfere with academics or other responsibilities.
4. Drinking is all right, but a person should never get "drunk."
5. Drinking is never a good thing to do.

1. Please circle the letter corresponding to the statement above which best represents the attitudes of the following:

- | | | | | | |
|------------------------------|---|---|---|---|---|
| 1. The EIU campus in general | 1 | 2 | 3 | 4 | 5 |
| 2. Students in your chapter | 1 | 2 | 3 | 4 | 5 |
| 3. Your personal beliefs | 1 | 2 | 3 | 4 | 5 |

The next few questions will ask about your personal drinking habits and your attitudes about drinking. IF YOU DO NOT DRINK ALCOHOL SKIP TO NUMBER 3.

2. IF YOU DRINK ALCOHOL, Please indicate with an X how often YOU practice each of the following behaviors in response to "When I drink I:" (Mark an X for each line).

- | | Always | Usually | Rarely | Never |
|---|--------|---------|--------|-------|
| a. Eat before and during the time I am drinking. | _____ | _____ | _____ | _____ |
| b. Have a designated driver when I know I will be drinking. | _____ | _____ | _____ | _____ |
| c. Choose beverages with alcohol contents I know | _____ | _____ | _____ | _____ |
| d. Limit the amount of money I spend on alcohol. | _____ | _____ | _____ | _____ |

3. Would you be willing to do the following? (Place an X for each line)

- | | Definitely
Yes | Probably
Yes | Probably
Not | Definitely
Not |
|--|-------------------|-----------------|-----------------|-------------------|
| a. Intervene with a drunk friend to prevent physical injury to them or another person | _____ | _____ | _____ | _____ |
| b. Prevent a friend from going home with someone when you think might regret it the next day | _____ | _____ | _____ | _____ |
| c. Intervene to keep someone from being either a victim or a perpetrator of alcohol-related sexual assault/date rape | _____ | _____ | _____ | _____ |

Appendix A

4. When you consume alcohol, how many drinks do YOU usually have? (If you don't drink, put "0") _____ drinks
(number)

5. How many days per week, on the average, do YOU consume alcohol? _____ days per week
(number)

6. How many drinks per week, on the average, do you have? _____ drinks
(number)

7. Please put the total number of drinks you consumed each day for the past 7 days.

Monday Tuesday Wednesday Thursday Friday Saturday Sunday

8. During the last 30 days, how many times have you engaged in each of the following? (Mark an X for each line; mark "N/A" if the situation never came up.)

	(Number of times)	0	1	2	3-4	5-7	8-10	11-15	16-20	20+	N/A
a. Went to a party/social activity that did not serve alcohol	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
b. Did something fun without alcohol	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
c. Refused an offer of alcohol	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____

The next Few Questions will ask about the typical student in your chapter's drinking habits and attitudes about drinking.

9. How many days per week, on the average, do you think the typical student in your chapter consumes alcohol? _____ times per week
(number)

10. How many drinks per week, on the average, do you think the typical student in your chapter has? _____ drinks
(number)

11. During the last 30 days, how many times do you think the typical student in your chapter engaged in each of the following? (Mark an X for each line.)

	(Number of times)	0	1	2	3-4	5-7	8-10	11-15	16-20	20+	N/A
a. Went to a party/social activity that did not serve alcohol	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
b. Did something fun without alcohol	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
c. Refused an offer of alcohol	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____

12. (Please indicate with an X how often do you think the typical student in your chapter practices each of the following behaviors. (Mark an X for each line).

	Always	Usually	Rarely	Never
a. Eat before and during the time they are drinking.	_____	_____	_____	_____
b. Have a designated driver when they know they will be drinking.	_____	_____	_____	_____
c. Choose beverages with alcohol contents they know.	_____	_____	_____	_____
d. Limit the amount of money they spend on alcohol.	_____	_____	_____	_____

Appendix A

13. Do you think the typical student in your chapter would be willing to do the following? (Place an X for each line)

	Definitely Yes	Probably Yes	Probably Not	Definitely Not
a. Intervene with a drunk friend to prevent physical injury to them or another person	_____	_____	_____	_____
b. Prevent a friend from going home with someone when you think might regret it the next day	_____	_____	_____	_____
c. Intervene to keep someone from being either a victim or a perpetrator of alcohol-related sexual assault/date rape	_____	_____	_____	_____

The Next few questions will ask about the typical EIU students drinking habits and attitudes about alcohol.

14. During the last 30 days, how many times do you think the typical EIU student engaged in each of the following? (Mark an X for each line.)

	(Number of times)	0	1	2	3-4	5-7	8-10	11-15	16-20	20+	N/A
a. Went to a party/social activity that did not serve alcohol	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
b. Did something fun without alcohol	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
c. Refused an offer of alcohol	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____

15. How many days per week, on the average, do you think the typical EIU student consumes alcohol?
 _____ times per week
 (number)

16. How many drinks per week, on the average, do you think the typical student at EIU has?
 _____ drinks
 (number)

17. (Please indicate with an X how often do you think the typical EIU student practices each of the following behaviors. (Mark an X for each line).

	Always	Usually	Rarely	Never
a. Eat before and during the time they are drinking.	_____	_____	_____	_____
b. Have a designated driver when they know they will be drinking.	_____	_____	_____	_____
c. Choose beverages with alcohol contents they know.	_____	_____	_____	_____
d. Limit the amount of money they spend on alcohol.	_____	_____	_____	_____

18. Do you think the typical EIU student would be willing to do the following? (Place an X for each line)

	Definitely Yes	Probably Yes	Probably Not	Definitely Not
a. Intervene with a drunk friend to prevent physical injury to them or another person	_____	_____	_____	_____
b. Prevent a friend from going home with someone when you think might regret it the next day	_____	_____	_____	_____
c. Intervene to keep someone from being either a victim or a perpetrator of alcohol-related sexual assault/date rape	_____	_____	_____	_____

Appendix A

Please answer a few questions about yourself for us

19. Please tell us your age? _____
20. Please tell us your major? _____
21. Please circle your class standing? Freshman Sophomore Junior Senior Super Senior
22. How long you have been an active member of your chapter? _____

DO YOU HAVE ANY COMMENTS YOU WOULD LIKE TO MAKE? ABOUT DRINKING AT EIU? THIS SURVEY?

Appendix B

Have you taken this survey before? _____ (0, 1, 2, ... times)

If you have taken this survey before, where did you take it? _____ (UF Class, Carman Hall, Andrews Hall...)

EIU GREEK COMMUNITY STUDENT LIFE AND HEALTH BEHAVIORS

To help us keep you anonymous, please generate your own ID code as follows:

- (1) _____ On this line, write the FIRST letter of your mother's first name
- (2) _____ On this line, write the FIRST letter of your father's first name
- (3) _____ On this line, write the FIRST letter of your middle name
- (4) _____ On this line, write the LAST digit of your local phone number
- (5) _____ On this line, write a number one (1) if you are male, OR a number two (2) if you are female
- (6) _____ On this line, write a number one (1) if you live in your chapters house, Or a number two (2) if you do not live in your chapter house.

Please fill out number 7 and 8 ONLY IF you live in a residence hall.

- (7) _____ On this line, write the first letter of your residence hall.
- (8) _____ On this line, write your floor number.

Please read the five statements labeled "1" through "5." Then circle the appropriate number in Question # 1 to indicate which of the five statements you think comes closest to the opinion of **each of the 3 groups** in Question #1.

1. Getting "drunk" frequently is okay if that's what the individual wants to do.
2. Getting "drunk" occasionally is okay even if it does interfere with academics or other responsibilities.
3. Getting "drunk" occasionally is okay as long as it doesn't interfere with academics or other responsibilities.
4. Drinking is all right, but a person should never get "drunk."
5. Drinking is never a good thing to do.

1. Please circle the letter corresponding to the statement above which best represents the attitudes of the following:

- | | | | | | |
|------------------------------|---|---|---|---|---|
| 1. The EIU campus in general | 1 | 2 | 3 | 4 | 5 |
| 2. Students in your chapter | 1 | 2 | 3 | 4 | 5 |
| 3. Your personal beliefs | 1 | 2 | 3 | 4 | 5 |

The next few questions will ask about your personal drinking habits and your attitudes about drinking. IF YOU DO NOT DRINK ALCOHOL SKIP TO NUMBER 3.

2. IF YOU DRINK ALCOHOL, Please indicate with an X how often YOU practice each of the following behaviors in response to "When I drink I:" (Mark an X for each line).

- | | Always | Usually | Rarely | Never |
|---|--------|---------|--------|-------|
| a. Eat before and during the time I am drinking. | _____ | _____ | _____ | _____ |
| b. Have a designated driver when I know I will be drinking. | _____ | _____ | _____ | _____ |
| c. Choose beverages with alcohol contents I know | _____ | _____ | _____ | _____ |
| d. Limit the amount of money I spend on alcohol. | _____ | _____ | _____ | _____ |

3. Would you be willing to do the following? (Place an X for each line)

- | | Definitely
Yes | Probably
Yes | Probably
Not | Definitely
Not |
|--|-------------------|-----------------|-----------------|-------------------|
| a. Intervene with a drunk friend to prevent physical injury to them or another person | _____ | _____ | _____ | _____ |
| b. Prevent a friend from going home with someone when you think might regret it the next day | _____ | _____ | _____ | _____ |
| c. Intervene to keep someone from being either a victim or a perpetrator of alcohol-related sexual assault/date rape | _____ | _____ | _____ | _____ |

Appendix B

4. When you consume alcohol, how many drinks do YOU usually have? (If you don't drink, put "0") _____ drinks
(number)

5. How many days per week, on the average, do YOU consume alcohol? _____ days per week
(number)

6. How many drinks per week, on the average, do you have? _____ drinks
(number)

7. Please put the total number of drinks you consumed each day for the past 7 days.

Monday Tuesday Wednesday Thursday Friday Saturday Sunday

8. During the last 30 days, how many times have you engaged in each of the following? (Mark an X for each line; mark "N/A" if the situation never came up.)

	(Number of times)	0	1	2	3-4	5-7	7-10	11-15	16-20	20+	N/A
a. Went to a party/social activity that did not serve alcohol	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
b. Did something fun without alcohol	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
c. Refused an offer of alcohol	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____

The next Few Questions will ask about the typical student in your chapter's drinking habits and attitudes about drinking.

9. How many days per week, on the average, do you think the typical student in your chapter consumes alcohol? _____ times per week
(number)

10. How many drinks per week, on the average, do you think the typical student in your chapter has? _____ drinks
(number)

11. During the last 30 days, how many times do you think the typical student in your chapter engaged in each of the following? (Mark an X for each line.)

	(Number of times)	0	1	2	3-4	5-7	8-10	11-15	16-20	20+	N/A
a. Went to a party/social activity that did not serve alcohol	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
b. Did something fun without alcohol	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
c. Refused an offer of alcohol	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____

12. (Please indicate with an X how often do you think the typical student in your chapter practices each of the following behaviors. (Mark an X for each line).

	Always	Usually	Rarely	Never
a. Eat before and during the time they are drinking.	_____	_____	_____	_____
b. Have a designated driver when they know they will be drinking.	_____	_____	_____	_____
c. Choose beverages with alcohol contents they know.	_____	_____	_____	_____
d. Limit the amount of money they spend on alcohol.	_____	_____	_____	_____

Appendix B

13. Do you think the typical student in your chapter would be willing to do the following? (Place an X for each line)[^]

	Definitely Yes	Probably Yes	Probably Not	Definitely Not
a. Intervene with a drunk friend to prevent physical injury to them or another person	_____	_____	_____	_____
b. Prevent a friend from going home with someone when you think might regret it the next day	_____	_____	_____	_____
c. Intervene to keep someone from being either a victim or a perpetrator of alcohol-related sexual assault/date rape	_____	_____	_____	_____

The Next few questions will ask about the typical EIU students drinking habits and attitudes about alcohol.

14. During the last 30 days, how many times do you think the typical EIU student engaged in each of the following? (Mark an X for each line.)

	(Number of times)	0	1	2	3-4	5-7	8-10	11-15	16-20	20+	N/A
a. Went to a party/social activity that did not serve alcohol	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
b. Did something fun without alcohol	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
c. Refused an offer of alcohol	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____

15. How many days per week, on the average, do you think the typical EIU student consumes alcohol?
 _____ times per week
 (number)

16. How many drinks per week, on the average, do you think the typical student at EIU has?
 _____ drinks
 (number)

17. (Please indicate with an X how often do you think the typical EIU student practices each of the following behaviors. (Mark an X for each line).

	Always	Usually	Rarely	Never
a. Eat before and during the time they are drinking.	_____	_____	_____	_____
b. Have a designated driver when they know they will be drinking.	_____	_____	_____	_____
c. Choose beverages with alcohol contents they know.	_____	_____	_____	_____
d. Limit the amount of money they spend on alcohol.	_____	_____	_____	_____

18. Do you think the typical EIU student would be willing to do the following? (Place an X for each line)

	Definitely Yes	Probably Yes	Probably Not	Definitely Not
a. Intervene with a drunk friend to prevent physical injury to them or another person	_____	_____	_____	_____
b. Prevent a friend from going home with someone when you think might regret it the next day	_____	_____	_____	_____
c. Intervene to keep someone from being either a victim or a perpetrator of alcohol-related sexual assault/date rape	_____	_____	_____	_____

Appendix B

Please answer a few questions about the presentation you viewed two weeks ago

19. Did you like the presentation? Yes No
20. Do you think the presentation impacted your perceptions of other peoples drinking behavior? Yes No
21. Do you think the presentation reduced your drinking behavior? Yes No
22. Do you think the presentation reduced your chapters drinking behavior? Yes No
23. Do you think the presentation changed your personal attitude about alcohol? Yes No
24. Please rate how believable you think the information presented was?
- Very believable believable somewhat believable unbelievable very unbelievable

Please answer a few questions about yourself for us

25. Please tell us your age? _____
26. Please tell us your major? _____
27. Please circle your class standing? Freshman Sophomore Junior Senior Super Senior
28. How long you have been an active member of your chapter? _____
29. Do you currently live in the chapter house? Yes No

DO YOU HAVE ANY COMMENTS YOU WOULD LIKE TO MAKE? ABOUT DRINKING AT EIU? THIS SURVEY?

Table 1

Dates of Pre-test, Mid-point, and Post-test Sessions

Group	Pre-test	Mid-point (days after)	Post-test (days after)
Organization A (Male Intervention)	3/6/05	3/28/05 (21)	4/10/05 (12)
Organization B (Male Intervention)	3/6/05	3/28/05 (21)	4/10/05 (12)
Organization C (Female Intervention)	3/6/05	3/23/05 (17)	4/13/05 (21)
Organization D (Female Intervention)	3/6/05	4/3/05 (29)	4/17/05 (14)
Organization E (Male Control)	3/6/05	3/28/05 (21)	4/10/05 (12)
Organization F (Male Control)	3/10/05	4/3/05 (21)	4/17/05 (14)
Organization G (Female Control)	3/9/05	3/29/05 (20)	4/11/05 (13)

Table 2

Means of Pre-test Alcohol Consumption (number of drinks consumed in one setting) by Organization

Group	N	Mean
Organization A (Male Intervention)	36	12.61
Organization B (Male Intervention)	26	8.92
Organization C (Female Intervention)	49	5.61
Organization D (Female Intervention)	65	6.20
Organization E (Male Control)	45	9.64
Organization F (Male Control)	8	9.00
Organization G (Female Control)	36	5.78

Table 3

Means, Standard Deviations, and Ranges of Alcohol Consumption (number of drinks consumed per day)

Total Sample (N = 68)					
Group	n	Pre-test Mean	SD	Post-test Mean	SD
Male Control Group	8	8.00	3.55	7.50	3.70
Male Intervention Group	14	7.64	3.10	7.21	3.20
Female Control Group	9	6.44	2.01	6.78	2.49
Female Intervention Group	37	5.57	2.34	5.51	2.28

Table 4

Mean Misperception Rates (number of drinks participant thought their peers drank minus the actual number of drinks consumed) of Alcohol Consumed Weekly

Group	n	Pre-test Mean	SD	Post-test Mean	SD
Male Control Group	8	7.27	7.87	7.25	7.11
Male Intervention Group	14	3.56	10.65	4.57	7.55
Female Control Group	9	4.22	10.06	8.34	6.98
Female Intervention Group	37	-2.59	7.75	1.54	5.09

Table 5

Frequency of Views of Alcohol Rankings for Pre- and Post-test

View of Alcohol Ranking	Total Intervention Sample	
	Pretest Frequency	Posttest Frequency
Getting "drunk" frequently is okay if that's what the individual wants to do.	2 (2.94%)	1 (1.47%)
Getting "drunk" occasionally is okay even if it does interfere with academics or other responsibilities.	4 (5.88%)	4 (5.88%)
Getting "drunk" occasionally is okay as long as it doesn't interfere with academics or other responsibilities.	42 (61.76%)	44 (64.71%)
Drinking is all right, but a person should never get "drunk".	1 (1.47%)	2 (2.94%)
Drinking is never a good thing to do.	2 (2.94%)	0 (0%)

Table 6

Frequency of Believability Rankings with Respective Change in Alcohol Consumption by Day Means and Standard Deviation

Believability Ranking	Total Intervention Sample				
	Frequency (%)		Combined		
	Men	Women	Mean	SD	
Very Believable	1 (1.47%)	6 (8.82%)	0.86	1.35	
Believable	9 (13.24%)	21 (30.88%)	0.13	1.85	
Somewhat Believable	4 (5.88%)	9 (13.24%)	-0.08	1.04	
Unbelievable	0 (0%)	1 (1.47%)	-1.0	--	
Very Unbelievable	0 (0%)	0 (0%)	--	--	

Table 7

Frequency of Believability Rankings with Respective Change in Misperception Levels from Pre- to Post-test.

Believability Ranking	Total Intervention Sample				
	Frequency (%)		Combined		
	Men	Women	Mean	SD	
Very Believable	1 (1.47%)	6 (8.82%)	13.02	4.65	
Believable	9 (13.24%)	21 (30.88%)	13.19	9.34	
Somewhat Believable	4 (5.88%)	9 (13.24%)	16.62	7.97	
Unbelievable	0 (0%)	1 (1.47%)	11.00	--	
Very Unbelievable	0 (0%)	0 (0%)	--	--	

Figure Captions

Figure 1. Number of alcoholic drinks consumed at post-test by gender and group.

Figure 2. Level of misperceptions at post-test by gender and group. (Misperceptions were calculated by subtracting the organization's mean for drinks consumed in one week from the number the individual estimated as the average that a typical student in their chapter drank each week.)

Figure 1

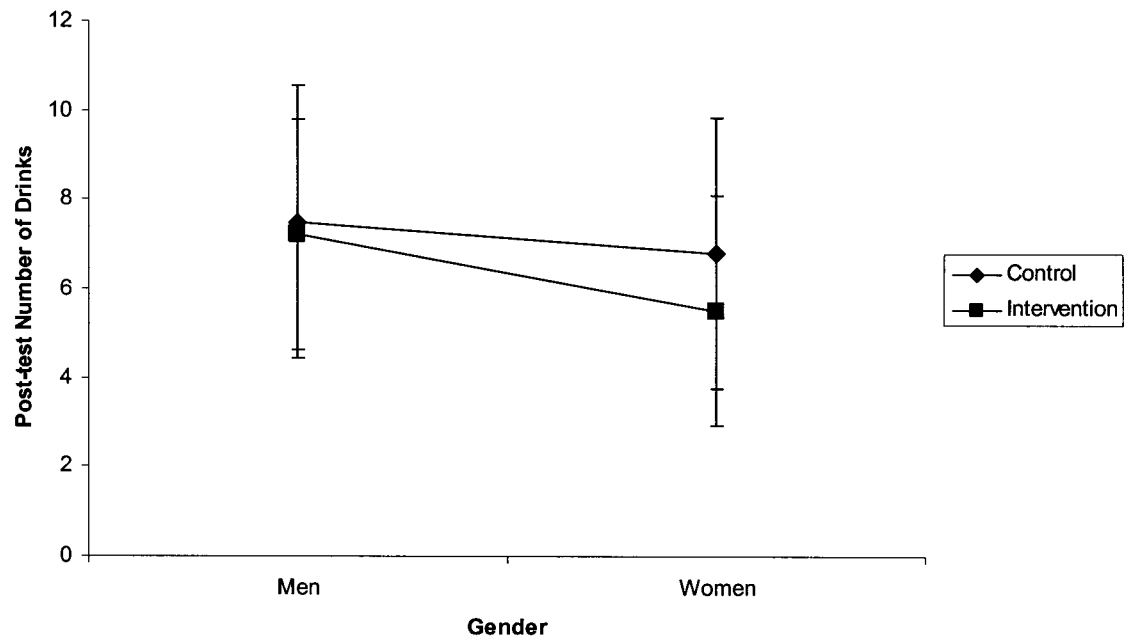


Figure 2

